AN ANALYSIS OF THE READABILITY LEVEL OF READING TEXTS IN *BAHASA DAN SASTRA INGGRIS UNTUK SMA/MA XI* TEXTBOOK BY USING CLOZE TEST (A CASE STUDY AT THE ELEVENTH CLASS STUDENTS OF SMA NEGERI 1 SEKARAN ACADEMIC YEAR 2021/2022)

Khoirul Huda[1], Inajati Masfufah [2]
[1]khoirulhuda@unisda.ac.id, [2]toko.atika@gmail.com
[1,2]Universitas Islam Darul 'Ulum, Lamongan

ABSTRACT This study was done to find out the readability level of the reading texts in "Bahasa dan Sastra Inggris untuk SMA/MA XI" published by Mediatama by using cloze test at eleventh class students of SMAN 1 Sekaran academic year 2021/2022. The test consisted of six reading texts as the sample from population of 47 reading texts in the textbook. The cloze tests were given to 45 students as the sample from population of 216 students of eleventh class by using purposive clusters sampling technique. The study used qualitative research. This study used descriptive method and supported by library research method. The procedure were conducted by distributing the cloze tests to the students, collecting data, calculating data, analyzing data, interpreting data and the last was concluding the result of the study. The result showed that text 1 to 4 got average score less than 53%. Each score was 51.99%, 48.96%, 52.36% and 51.10%. those reading text were included in the Instructional level; it means that the students couldn't comprehend the texts independently, they still need the guidance from the teacher and the texts were predicted appropriate difficult. While, text 5 and 6 got average score above 53%. The scores were 63.39% and 61.89%. those reading texts were included Independent level; it means that the students could understand them by their own and the texts were predicted quite easy. It could be concluded that the reading texts in *Bahasa dan Sastra Inggris untuk SMA/MA XI* got closer to Instructional level.

Keywords: Readability level, reading texts, textbook, cloze test

INTRODUCTION

In the teaching and learning process, both the teacher and students need some mediums of instruction to facilitate them. One of the mediums of instruction which is used prominently in every level of students in the schools is a textbook.

There are many kinds of English textbooks which are offered by publishers to various levels of students in the schools. A good English textbook is readable, understandable and comprehensible for students. The text is easy to be read and understood by students so that it will encourage them to learn English. If they have difficulty to understand the textbook, they usually get bored and it will make them frustrated in learning English.

Unfortunately, not all content of textbook is appropriate to the whole students in the class according to their competence level and the different background of knowledge. Besides, the teacher has to consider whether or not the materials in the textbook are appropriate with the curriculum and syllabus.

One technique to evaluate the appropriatness of the textbook is analyzing the readability level of the reading text in that book. The readability itself refers to the difficulty level of the reading text that refers to the level of students' educational background. The analyzing of the readability level of the reading text can help the teacher to predict whether the text is difficult, plain or easy for the students.

Schultz (1982: 10) states there are three ways in measuring the readability level of the reading text, those are, by using the instructor's judgement, comprehension testing by cloze procedure and the last by using statistical readability formulas based on some types of tally of linguistic elements. Besides, Smith and Robinson (1980: 115) also mention three techniques to assess the readability:

The best way of judging the readability of any given piece of material is to try it on for size with the pupils who will be using it. Another technique is to use Bormuth's cloze readability procedur for teachers who must estimate the readability of a large number of

books and can not try them all out with pupils, a readability formula may be used.

From the statement above, it means that to evaluate readability of the material will be given to the students is let them to read the material, and question them about the author's message. The second technique is cloze readability procedure, which the teacher prepares a cloze passage taken from the material slated, then pupils fill in the deleted words. Another way is by using a radability formula involving use of average sentence length, vocabulary list, and syllable length to estimate reading difficulty level.

After knowing that selecting a textbook is important, the writer tries to make a research about it. To fulfill the writer's curiousity, the writer visited SMA Negeri 1 Sekaran for doing observation. After getting permission, the writer asked a question what textbook the students use, especially at the eleventh class of the school. The writer chose the eleventh class because the writer considers if the eleventh class students use the appropriate textbook, they will be easy to comprehend the reading text in that book. Besides, the writer thought that the eleventh class has wider variation in genres than the tenth and the twelveth.

The English texbook which the eleventh class students' use is *Bahasa dan Sastra Inggris untuk SMA/MA XI* published by Mediatama. It is claimed based on Curriculum 2017. In doing this observation the writer also asked the teacher whether or not the reading text in the textbook are readable by the students. The teacher said that many of the students still got difficulty to understand the reading text in the textbook, especially with the vocabularies. Less students got easy of them. Because of the problem, the writer would like to know the readability level of the reading text of the textbook by using one of three techniques that the writer has mentioned above, it is a comprehension test namely cloze readability procedure or *cloze test*. To the reason that it will not be consistent to use two techniques. The result will be different

LITERATURE REVIEW
Textbook

The term of textbook is not only as a course book but also as a set of teaching and learning guideline, as van Els, 1984: 298) point out that textbook for a coherrent body of teaching materials which may not consist of only either just the course book(s),but also of a learning package cisting of several parts. Celce-Murcia (1991: 432) states that the importance of the textbook in an English as a Second Language (ESL) or English as a Foreign Language (EFL) class makes the selection process crucial. Sometimes, it is the responsibility of the teachers to select the textbook they will use in a given class. Textbook is used both by the teacher and the students to determine the activities in the classroom. By using textbook, the teacher can decide what and how to teach the materials based on curriculum and syllabus.

The role of textbook makes the selection of a textbook is an important decision. The importance of a textbook, encourage many writers and publishers to produce textbook in a large scale number of textbooks for various students' level.

Due to that problem, the teachers' job is the ability to decide which one of the appropriate textbook for large number of students although they have lack of precise information about individual students. The teachers need to have information about it.

Van Els (1991 : 298) also adds that the information of textbook can be obtained from two sources; they are textbook description and textbook evaluation. More detailed explanation as follow : a. Textbook Description is defined as the collection and description of data on the content form of the textbook itself. It can be seen from: (Authors' and publishers' information, Textbook reviews, Checklists, Textbook description and the development of new descriptive tools; b. Textbook Evaluation, It refers to the collection and description of data on the effects of textbooks have on their users. In textbook evaluation usually distinguish between two, namely : Users' judgement (teachers and learners), Experimental research into the effects of

the textbooks

Thus, the selection of a textbook can be done into two ways: the selection from the textbook itself and the selection from the users of the textbook.

Text

According to Nuttall (1982 : 15) that text is defined as the core of the reading process, the means by which the message is transmitted from writer to reader. Hughess (2003 : 140) specifies a number of parameters of the text as follow : text types include : textbook, handout, articles (in newspapers, journals or magazines), poems/verses, letterrs, advertisements, reviews, notices, signs, etc. Text form include: description,exposition, argumentation,narration, etc. Graphic features include : tables, charts, diagrams, etc. Topics may be listed or defined in general way or in relation onto a set of candidates whose background is known. Style may be specified term of formality., Intended readership can be quite specific (e.g native speaking science undergraduate students) or more general (e.g young native speakers)., Lenth is usually expressed in number of words., Readability which measure difficulty of words., Range of vocabulary may be indicated by a complete list of words., Range of grammar maybe list a list of sentences. From the specification above, the writer can synthesize that text is everything we hear or say in spoken language and what we read or write in written language.

The number of textbooks has increased dramatically. Reading text is one of important aspects in English textbook. Since in the reading activities always involve the reading passages, therefore, the selection of a good passage is not an easy matter. Since reading text plays an important role in the reading activities, therefore, it is better to find out the criteria of a good text.

In addition, Nuttal (1982 : 35) mentions three points of view in selecting a text as follow : Readability, namely the combination of structural and lexical (i.e. vocabulary) difficulty., Suitability of content that a text should be able to interest the greatest number of students and will not actually bore them., Exploitability, it means facility of learning. When a teacher exploits a text / he makes use of it to develop the students' competence as readers. It can be concluded that criteria of a good text can be seen from the readability; not only structural and lexical correction but also on the interestingness of the text for the readers. An exciting text will carry the readers to read and comprehend it. So, it will contribute to the development of reading competence.

Many factors influence a text. Allington and Strange (1980 : 5) mention some factors influence learning from reading textual material as follow :*Reading ability* is a complex skill and many issues surround its measurement., *Readability*, it is to estimate the level difficulty of textual material on a grade-equivalent scale, the most common of this estimate is some measure of word frequency and sentence length., *Writing style*, the style in which an author attemps to communicate ideas can cause difficulty., *Learners' intentions*, to "get through" assigned material usually results in little true learning or understanding., *Teachers' intentions*, it becomes the basis for decisions about how they will use text in general or a single textbook in particular., *Vocabulary*, developing an understanding of a discipline's specialized vocabulary is a primary role of instruction., *Previous knowledge*, what were able to understand is intimately linked with what we already know.

Adapted from Guthrie (2008:74) that the teacher can use many ways to check our students' reading levels, including (1) having students read aloud, (2) asking students to write a summary of one page, (3) requesting that students write questions on a brief section of text, (4) giving a short-answer test, (5) giving a multiple-choice test, or (6) asking students to explain a text aloud. We use these informal classroom assessments with the textbooks, supplementary materials or tradebooks.

The writer realizes that selecting a text also need to pay attention to students' interest in order to we don't choose the inappropriate text to them. And, the factors affect the degree of difficulty of texts include words, structures, approaches and previous knowledge of students. Moreover Guthrie (2008 : 10) points out that the procedure for selecting effective test is simple : identify the reading level via standardized reading test, identify readable books based on a readability formula or judgment by teacher teams and match the books with the students.

Readability

The readability is related to reader ease or success in dealing with written language. It describe the ease of the written materials to read. Nuttal (1982 : 25) views that obviously a text should be at the right level of difficulty for the students...The combination of structural and lexical (i.e. vocabulary) difficulty is readability. It means that vocabulary affects readability of a text. It can be synthesized that readability is concern with the ease and difficulty level of the reader in reading and understanding a text. A good text has a high readability level if the text is easy to be understood by the readers. Guthrie (2008 : 11) defines reading comprehension is a process of connecting the text and the student's prior knowledge about the topic of the text. So, reading comprehension is a way to join text and students' previous knowledge.

Readability and reading comprehension of readers cannot be separated. If the reader can read and understand the text easily, it can be assumed that the text has a high readability. In the contrary, if they are difficult to read and understand, the text has low readability. Roe, Stoodt and Burns (1978 : 45) state there are many factors influence the readability of text materials. Some of these factors are as follow : vocabulary, sentence length, sentence complexity, abstract concepts, idea organization, reader interest, reader background, size and style of print and format.

From the factors influence the readability above, Chall and Dale (1995 : 82) found that vocabulary is the most important factor in reading comprehension as they state as follow : "From the early 1900s to the present, research on reading has consistently found that vocabulary is the most important factor in reading comprehension." Harmer (1991 : 191) also says that it is often difficult to convince students of English as a foreign language that text in English can be understood eventhough there are vocabulary items and structures the student has never seen before. But in this case, not only for non-native speakers, but also for some speakers of English as a first language.

To sum up that from some factors influencing readability, vocabulary is the most important. Many approaches may be used to measure the readability of a textbook. Smith and Robinson (1980 : 115) explain that is provided three ways to measure readability level of textbook, namely 1) comprehension test, 2) cloze procedure, 3) readability formula. Comprehension test, Cloze test, Statistical Readability Formula.

Cloze test

Cloze test is accurately in measuring readability level of text as Taylor and Klare in Oller'book (1979 : 350) recommended that the best estimates of readability might be obtained by "clozing" every sample text. DuBay (2004 : 27) describes that the cloze test was developed by Taylor in 1953 as he published "Cloze Procedure : A New Tool for Measuring Readability" which he argued that words are not the best measure of difficulty but how they relate to one another. He proposed using deletion test called Cloze test for measuring an individual understands of a text.

Gillet (2012 : 244) adds that the cloze test procedure shows how well students can read a particular text or selection by having them supply words that are systematically deleted from the text. It means that we don't delete the word randomly but systematically. Hughes (2003 : 189) also states that the cloze test is easy to construct, administer and score. That is why the writer chooses this test for this research.

Furthermore, Alderson (2000 : 207) defines that cloze tests are typically constructed by deleting from selected text every n-th word (n usually being a number somewhere between

5 and 12) and simply requiring the test taker to restore the word that has been deleted. It means that we delete every *n*-th word, either it is noun, verb, adjective, preposition or someone's name.

Heaton (1990 : 90) explains that for most purposes, every fifth, sixth, seventh or eighth word is deleted from text. If every third or fourth word is deleted, the intervals between the blank will probably not contain enough words to enable students to understand the text. If every ninth or tenth word is deleted, student will have to read too much in order to complete only a few blanks. Therefore, in this research the writer deletes every fifth, sixth, seventh or eighth word from text. But in some cases, the writer can delete on 9th to 12th because of some reason; such as the same words, repetition, data in number or name of cities, etc.

Allington and Strange (1980 : 165) jot down the following techniques to prepare materials for cloze test as follow : Select a sample of written text about 250 words length from the assigned textual material., Begin with the first sentence in a paragraph., Leave the first sentence intact – that is, delete no words., Beginning with the first word in the second sentence, delete every fifth word., The blanks for deletion should be of equal length and large enough for written responses.,Continue deleting every fifth word until you have fifty blanks., Leave the remainder of the sentence containing the fifth deletion intact.

In addition, according to Van Els, *et.al* (1984 : 328), there are two methods for deleting words :a) the fixed ratio method, in which every *n*th word in a passage is deleted, and b) the variable ratio method, in which the words to be omitted are selected on the basis of certain characteristics (e.g. only content words are deleted).

In administering the cloze test, Gillet et.al (1984 : 328) arrange as follow : a) show students how to complete a cloze passage, using example sentences or shotparagraphs, b) explain that no one will get every word correct,and that getting about half of the words right is a good score, and c) allow as much time as needed to complete the passage individually without rushing.

Scoring a cloze test uses many different ways. Among many available techniques, two methods are quite practical, as Van Els *et.al* (1984 : 328) states as below : a) exact Word Method (EWM), which only counts those words as correct which occured in the original text, and b) Acceptable Word Method (AWM), which counts every word which is appropriate in the context as correct.

It will be clear that the first method is more objective than the second, because the Exact Word Method (EWM) only counts the correct words based on the original text.beside, Arlington and Strange (1980: 107) mention five steps in scoring and interpreting a cloze test, those are : a) scoring is facilitated if students have transferred words from the blanks to a separate sheet of paper, b) score only exact word replacement as correct, c) compute the percentage of correct responses. If a standard fifty deletion is used, then simply multiplying the number of correct responses by two provides this percentage, d) arrange the students by scores into following groups: 60% or above correct – text is predicted to be quite easy, 35% - 59% correct - text is predicted to be appropriate difficult, 20% - 34% correct – text is predicted very difficult, 0% - 19% correct – text is predicted to be inappropriate, far too difficult. Begin to plan instructional differentiation based on the results.

After counting the correct words, then the writer determines the percentage of correct words. Heaton (1990 : 91) describes it as follow : a) independent level, if the average mark is above 53%, the reading book can be used by students working on their own, b) instructional level, if the average mark is between 44% and 53%, the book is suitable with class and the teacher, and c) frustrational level, if the average mark is below 44%, the book is far too difficult to use either the teacher or students.

RESEARCH METHODS

Research Design

This study uses a qualitative research. Auerbach (2003: 3) states qualitative research is a research that involves analyzing and interpretating texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.

This research uses descriptive method in which the writer tries to describe, elaborate and analyze the readability level of reading materials taken of the textbook *Bahasa dan Sastra Inggris untuk SMA/MA XI* published by Mediatama.

The techniques to prepare materials for cloze test as follow: select a sample of written text about 150-450 words length from the assigned textual material, begin with the first sentence in a paragraph, leave the first sentence intact – that is, delete no words., begin with the first word in the second sentence, delete every fifth word. But the *n*-word can be sixth, seventh...twelveth word proportionally, the blanks for deletion should be of equal length and large enough for written responses, continue deleting every fifth or *n*-word until the writer have the last sentence. (adapted from Allington and Strange, 1980)

The writer does the cloze test to the eleventh class students of SMA Negeri 1 Sekaran by using the selected reading texts from the textbook, to know the students' understandable of the texts. Then, the writer analyze the result of the test to have the readability level of the textbook.

Data and Source of data

In conducting this study, the writer have two sources of data, these are, primary data and secondary data. The primary data is from the result of cloze test given to the students of eleventh class and the secondary data is from the selected reading texts of textbook "Bahasa dan Sastra Inggris untuk SMA/MA XI" tested to the students. The second test consists of three reading texts, they are text 4 (factual recount), text 5 (hortatory exposition) and text 6 (narrative). The tests are held after class.

Population and Sample

There are two population, these are, forty-seven reading texts taken from the textbook *Bahasa dan Sastra Inggris untuk SMA/MA XI* published by Mediatama and the eleventh class students of SMA Negeri 1 Sekaran. The reading texts population is used to get the information about the readability, while the eleventh class students of SMA Negeri 1 Sekaran population is used to obtain data about understandability of the reading texts.

Since there are two kinds of population, there are also two kinds of samples. First, sample of the reading texts of the textbook *Bahasa dan Sastra Inggris untuk SMA/MA XI*. There are forty-seven texts as population and the writer takes six texts to be selected proportionally by using *purposive sampling* as Sugiyono (2010: 124) describes that the kind of sampling is determined for the current considerations. So the writer's aim is to make sure that these six texts represent the available texts. They are two factual report texts, two factual recount (in a form of biographical recount), one hortatory exposition text and one narrative (in a form of short story) text.

Second, the sample of eleventh class students of SMA Negeri 1 Sekaran. It consists of two hundred and sixteen students totally as population. But, the writer takes forty-five students as a sample. The writer considers that it was condusive enough as the representatives the science, social and language programs. The writer uses *purposive cluster sampling*, adapted from Sugiyono (2010: 121) that it is sampling technique based on the purposive area or cluster. It means that the sample is taken from some groups or categories proportionally. There are three programs in every parrallel class or grade at SMA Negeri 1 Sekaran; these are science, social and language programs. The writer takes about twenty percent from the total population of programs or clusters as the sample. It means the writer has 45 students as the sample from 216 students. It represents all of the clusters proportionally.

Data Collection Technique

In collecting data, the writer does the activities as follow. First, the writer makes a cloze test from the selected reading texts. Totally there are six cloze tests from six reading texts. Each reading text has different number of deleted word depend on the length of the text. Second, the writer asked permission from the school for taking the data about the eleventh class students then, giving the cloze test to forty-five of them. Third, the writer sum up all the students' score by tabulating. The scores are taken and grouped from each text, then write it in percentage.

Data Analysis Technique

The scores of the cloze test are analyzed as follow. Correct the student's answer sheets to get the score. In this case, only the answer used by the writer was considered correct, otherwise all are wrong. The correct answer is given score 1, while the wrong answer is scored 0. After each item is given a score, they are all summed up to get the total score of each cloze test. Find the percentage of the cloze test by using the following formula as described by Sudjiono (2007: 43).

The data in this study is analyzed in the form of word description and identification or analysis the readability of the texts. The writer uses percentage scoring of the cloze test by using the formula as described by Sudjiono (2007: 43), summing up the students' scores of the cloze test to find the average of the score and interpret them into three levels as Heaton (1990: 90), predict the students' score into the following four groups as Allington and Strange (1980: 107) where 60% or above correct – text is predicted to be quite easy, 35%-59% correct – text is predicted to be very difficult, 20%-34% correct – text predicted to be very difficul, 0%-19% correct – text is predicted to be inappropriate, far too difficult.

FINDINGS AND DISCUSSION

Findings

The textbook which is analyzed by the writer is an English textbook entitled *Bahasa dan Sastra Inggris untuk SMA/MA XI*, published by Mediatama in 2014. This texbook is compiled by Ardana Neswari Purba, Erlina Setijani and Teguh Sarosa. This texbook is dedicated for eleventh class of Senior High School and it is claimed to be based on Curriculum 2013.

The textbook consists of 204 pages and 7 units which are divided into two semesters. Unit 1 to 4 is in the first semester and unit 5 to 7 is in the second semester. Each unit presents four language skills; listening, speaking reading and writing. The skills are described and explained by doing some activities; listening, speaking, reading and writing in individual tasks and pair or group tasks, making a reflection and doing a competency test at the end of each unit. It is also completed by some good pictures to help the content ot the reading be clearer. This textbook contains four genres of the texts. They are 14 factual report, 16 factual recount (biography), 10 hortatory exposition and 7 narrative (short story); so the whole is 47 reading texts which are presented in this textbook. From the 47 reading texts, the writer takes 6 texts as the sample to be analyzed in this research. They are 2 factual report, 2 factual recount, 1 hortatory exposition and 1 narrative. The two factual report texts are *Adelie Penguins* and *Free Homecoming Trips during Idul Fitri Beneficial for the Poor*. The two factual recount texts are *Marah Rusli* and *Hamka*. One hortatory exposition is *Why Regular Study Is Important* and one narrative is *Golden Snail*.

The test is given to the 45 students. The writer deletes between 5th to 8th in the texts and asks the students to complete the reading texts by the words that are given in the box. But, the writer can delete 9th to 12th words because of some particular cases such as; the same words, data in number or the name of some cities. Each reading text has different number of deleted word depend on the length of the text. The number of words and the deleted words of each text is presented in this table below:

Tabel 1. The Number of Deleted Words of 6 Reading Texts

Text	The Number of Words	Deleted Words
Text 1	161	22
Text 2	372	42
Text 3	364	42
Text 4	276	30
Text 5	293	36
Text 6	448	60

The percentage of the deleted words of each text is described as follow:

a. The first text entitled *Adelie Penguins* consists of 161 words and the deleted words are 22; it means that the percentage of the deleted number is about 13.67%.

b. The second text entitled *Free Homecoming Trips during Idul Fitri Beneficial for the Poor* consists of 372 words and the deleted words are 42; it means that the percentage of the deleted number is about 11.29%.

c. The third text entitled *Marah Rusli* consists of 364 words and the deleted words are 42; it means that the percentage of the deleted number is about 11.54%.

d. The fourth text entitled *Hamka* consists of 276 words and the deleted words are 30; it means that the percentage of the deleted number is about 10.87%.

e. The fifth text entitled *Why Regular Study Is Important* consists of 293 words and the deleted words are 36; it means that the percentage of the deleted number is about 12.29%.

f. The sixth text entitled *Golden Snail* consists of 448 words and the deleted words are 60; it means that the percentage of the deleted number is about 13.39%.

The following presents the table of the percentage of the number of the deleted words of the six reading texts:

Table 2 The Percentage of the Deleted Words of 6 Reading Texts

Text	The Percentage of the Deleted Words
Text 1	13.67%
Text 2	11.29%
Text 3	11.54%
Text 4	10.87%
Text 5	12.29%
Text 6	13.39%

The next to do is checking the students' answer of each text. Only one the answer is considered correct, otherwise all are wrong. Each the correct answer is given score 1, while the wrong answer is scored 0. Afterwards, the students' right answers are summed up.

The calculation result of the average of the cloze test score of 6 reading texts is below: from the two factual report texts, the first text entitled *Adelie Penguins* gains the cloze test score 51.99%, the second text entitled *Free Homecoming Trips during Idul Fitri Beneficial for the Poor* gains the cloze test score 48.96%. From the factual recount, the first text entitled *Marah Rusli* gains the cloze test score 52.36% and the second text entitled *Hamka* gains the cloze test score 51.10%. While the hortatory exposition text, *Why Regular Study Is Important*, gains the cloze test score 63.39%, and the last, the narrative text entitled *Golden Snail* gains the cloze test score 61.89%.

After obtaining the average of the cloze test score of each text, the writer can determine which the level of them based on Heaton (1990 : 91) and the result is as follow:

Table 3 The Score of the Cloze Test of 6 Reading Texts

Text	Cloze Test Score	Level
Text 1	51.99%	Instructional Level
Text 2	48.96%	Instructional Level
Text 3	52.36%	Instructional Level
Text 4	51.10%	Instructional Level
Text 5	63.39%	Independent Level
Text 6	61.89%	Independent Level

Discussion

After presenting the deleted words of the reading text, the frequency of the students' right answer, and the percentage of the students' right answer on the previous pages, the analysis of the data as follow:

The first text is factual report text, gains the average cloze test score 51.99%, so the text belongs to Instructional Level. This text is short enough text because it has the smallest number of deleted words, only 22 of 161 words. The vocabulary of the text are commonly about the scientific and informative words. But, some of the words are unfamiliar with the students. There are three group of text prediction based on the students' right answers. The first group is 16 students getting 60% or above correct and the rest, the second and third are 29 students getting 20% to 59% correct. It can be concluded that from the sample 45 students, more students (29 students) experience the difficulty to comprehend it. So, text 1 is categorized *appropriate difficult text*.

The second text is factual report text entitled *Free Homecoming Trips during Idul Fitri Beneficial for the Poor*, gains the average cloze test score 48.96%, so the text belongs to Instructional Level. The text has 42 deleted words of 372 words. It is the smallest result among all. The most vocabulary of the text are informative words; present verbs, nouns and adverbs, but many of the students are getting difficult to understand. some of the answers are blank or doubled. There are three group of text prediction based on the students' right answers. The first group (blue pie) is 12 students getting 60% or above correct and the rest, the second and third are 33 students getting 20% to 59% correct. It can be concluded that from the sample 45 students, more students (33 students) experience the difficulty to comprehend it. So, text 2 is categorized *very difficult text*.

The third text is factual recount (in a form of biography text) entitled *Marah Rusli*. It gains the average cloze test score 52.36%. It belongs to Instructional Level. The text has 42 deleted words of 364 words. The most vocabulary are about past verbs and adjective. Some of them and the topic are uncommon for students. There are three group of text prediction based on the students' right answers. The first group is 13 students getting 60% or above correct and the rest, the second (red pie) is 23 students and the third is 9 students. All of them are getting 20% to 59% correct. It can be concluded that from the sample 45 students, more students (32 students) experience the difficulty to comprehend it. So, text 3 is categorized *appropriate difficult text*.

The fourth text is factual recount. the average cloze test score 51.10%. it belongs to Instructional Level. The text has 30 deleted words of 276 words. The most vocabulary are past verb and adjective. The text also has many long sentences and uncommon words for the students. There are three group of text prediction based on the students' right answers. The first group is 21 students getting 60% or above correct and the rest, the second is 9 students and the third is 15 students. All of them are getting 20% to 59% correct. It can be concluded that from the sample 45 students, more students (24 students) experience the difficulty to comprehend it. So, text 4 is categorized *appropriate difficult text*.

The fifth text is hortatory exposition. the average cloze test score 63.39%. it is the

highest score of all. It belongs to Independent Level. The text has 36 deleted words of 293 words. The most vocabulary are present verbs and nouns. Most of the words and the topic are familiar for the students. There are three group of text prediction based on the students' right answers. The first group is 27 students getting 60% or above correct and the rest, the second is 7 students and the third is 11 students. All of them are getting 20% to 59% correct. It can be concluded that from the sample 45 students, more students (27 students) are getting quite easy to comprehend it. So, text 5 is categorized *quite easy text*.

The sixth text is narrative text. It gains the average cloze test score 61.89% and belongs to Independent Level. It has 60 deleted words of 448 words. It is the longest text of all, but most of vocabulary are common words for the students. Most of the words are often used in other narrative texts. It makes easier to know the content of the story.There are three group of text prediction based on the students' right answers. The first group is 25 students getting 60% or above correct and the rest, the second is 12 students and the third is 8 students. All of them are getting 20% to 59% correct. It can be concluded that from the sample 45 students, more students (25 students) are getting quite easy to comprehend it. So, text 6 is categorized *quite easy text*.

After doing the analysis of the data, the writer would like to interpret the data. The result shows that 2 reading texts get the average score above 53%. They are texts 5 and 6. Each score is 63.39% and 61.89%. The texts include Independent Level and the texts are predicted to be quite easy as the correct scores are above 60%. It can be interpreted that these reading texts are easy enough to be understood by the students since they can do the cloze test easily.

Furthermore, the other result shows that 4 reading text get the average score less than 53%. They are text 1, 2, 3 and 4. Each score is 51.99%, 48.96%, 51.10% and 52.36%. The texts include Instructional Level and the texts are predicted to be appropriate difficult (for text 1, 3 and 4) and very difficult (for text 2). Because of the correct score between 20%-59%, it can be interpreted that these reading texts are quite difficult to be understood by the students themselves since they can't do the cloze test easily. These reading texts are suitable to be used by the students and the teacher in the class.

Then, the writer counts the average of all texts. The result is 54.95%. It belongs to Independent Level in general. It can be concluded that the reading texts in the textbook *Bahasa dan Sastra Inggris untuk SMA/MA XI* are in the Independent Level, but the texts are predicted quite difficult to understand. So, the writer makes a simple comparison between Independent Level texts and Instructional Level texts based on; 1) the number of independent level texts (2 texts; text 5 and 6) and instructional texts (4 texts; text 1,2,3 and 4) and 2) the average cloze test score of all (54.95%). It can be concluded that the reading texts in the textbook are closer to the readability level as *Instructional Level*. Therefore, this textbook is not suitable to the students as reading material because the texts are not readable or the students can't comprehend the texts independently. It is suitable for the students and teacher to be used in the class because the students still need teacher's guidance.

CONCLUSION

Based on the cloze test result, the writer gets the average score of 6 reading texts is 54.95% so the reading texts are independent level. But, according to the writer described previously in discussion that the writer makes a simple comparison between Independent Level texts and Instructional Level texts based on 1) the number of independent level texts (2 texts) and instructional texts (4 texts); and 2) the average cloze test score of all (54.95%). According to the writer opinion, It can be concluded that the reading texts in the textbook are closer to the readability level as instructional level. Therefore, this textbook is not suitable to the students as reading material because the texts are not readable or the students can't

comprehend the texts independently. It is suitable for the students and teacher to be used in the class because the students still need teacher's guidance.

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